

# Inquiry-Based Literacy Standards (I)

## Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.

## Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
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## Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

## Standard 4: Synthesize information to share learning and/or take action.

4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
4.2 Reflect on findings to build deeper understanding and determine next steps.	4.2 Reflect on findings to build deeper understanding and determine next steps.	4.2 Reflect on findings to build deeper understanding and determine next steps.
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.

## Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

5.1 Acknowledge and value individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.
5.2 Employ past learning to monitor and assess current learning to guide inquiry.	5.2 Employ past learning to monitor and assess current learning to guide inquiry.	5.2 Employ past learning to monitor and assess current learning to guide inquiry.
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.